DOCUMENT RESUME

ED 471 014 SP 041 223

AUTHOR	Jory, Brian, Ed.
TITLE	Campbell Monograph Series on Education and Human Sciences, Volume 3.
INSTITUTION	Berry Coll., Mount Berry, GA.
PUB DATE	2002-08-00
NOTE	44p.; Funded by the family of Isabel C. and C. Frank Campbell. Published annually.
AVAILABLE FROM	Campbell Monograph Series on Education and Human Services, Berry College, P.O. Box 5019, Mount Berry, GA 30149-5019.
PUB TYPE	Collected Works - General (020)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Cultural Awareness; *Diversity (Student); *Educational Change; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Hispanic American Students; Preservice Teacher Education; Student Teacher Attitudes; *Teacher Collaboration; *Team Teaching
IDENTIFIERS	Costa Rica; Reform Efforts

ABSTRACT

This monograph contains three papers. "Collaboration and Team Teaching in Higher Education" (Leslie Marlow and Duane Inman), describes the implementation of team teaching at three institutions of higher education and provides suggestions and outcomes for future collaborators. "In Their Own Words: Student Learning Experiences from a Pilot Diversity Course in Costa Rica" (Mary C. Clement and Jennie M. Smith), describes the development and implementation of a teacher education course in diversity, offering papers by three students in the course. The papers indicate how the course provided students with new experiences; highlight the hands-on strategies that future teachers can learn by immersing themselves in a cross-cultural, non-English speaking environment; and discuss specific issues involved in working with Hispanic students in a U.S. classroom. "Pump and Dump: Educational Reform of the New Millennium?" (Chris Muire), examines and questions the recent phase of experimentation with reform in U.S. public schools, which appears to focus primarily on untested, market-based strategies, noting the possible impact on education in the United States. (Papers contain references.) (SM)

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SP041223

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POSTMASTER: Send address changes to Campbell Monograph Series, Berry College, Mount Berry, Georgia 30149-5019.

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DR. ISABEL C. CAMPBELL AND
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Dr. Isabel C. Campbell and Dr. C. Frank Campbell were exemplary educators throughout their long careers. Isabel attended Berry College and later earned a doctorate from the University of Georgia. She taught at a number of schools in North Georgia and was the first reading consultant in Floyd County, Georgia. Later she became Director of the Rome City Schools Reading Clinic. She held professorships at Berry College and DeKalb College. After retiring from teaching in 1981, Isabel went to work for the U.S. Department of Education and the U.S. Army Education Centers in Fort McClellan, Alabama, and White Sands Missile Range, New Mexico.

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Frank and Isabel Campbell reside in Cumming, Georgia, where their personal activities include keeping up with five grandchildren. Their two sons, Keith and David, also attended Berry College. Generous support from the Campbell family has brought this monograph to fruition.

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Collaboration and Team Teaching in Higher Education

Leslie Marlow and Duane Inman
Berry College

The old saying "two heads are better than one" may be used to describe one of the positive effects of working together. However, higher education structure often leaves little time for creative and innovative interdisciplinary professional team planning, curriculum development, and collaborative teaching. Yet, learning how to collaborate with other professionals is an important and necessary skill to acquire, refine, and use. While there are many ways to collaborate, some basic concepts are necessary ingredients for educators who are beginning to collaborate and team teach. This article describes the implementation of team teaching at three higher education institutions and provides suggestions and outcomes for future collaborators.

The old saying "two heads are better than one" may be used to describe one of the positive effects of working together. Businesses have promoted the effectiveness of teamwork for years, and many best selling books are about cooperation and working together to solve problems or complete tasks (Fleming & Amesbury, 2001; Bondy, Ross, Sindelar, & Griffin, 1995; Pugach & Johnson, 1995; Thomas, Correa, & Morsink, 1995). However, opportunities for co-planning and team teaching are not inherent within the structure of higher education.

Similar to the organizational structure in public schools (Skrtic, Sailor, & Gee, 1996), the higher education structure leaves little time for creative and innovative interdisciplinary professional team planning, curriculum development, and collaborative teaching. Therefore, while collaborative teaching efforts have been documented (Buckley, 2002; Hafernick, Messerschmitt, & Vandrick, 1997; Northern Nevada Writing Project Teacher-Research Group, 1996), the creation of a higher education model which takes into account the unique aspects of college teaching is only now being explored in depth as teacher educators are increasingly realizing the benefits of teamwork or collaboration. As a result of the co-planning and team-teaching practices being established between and among faculty of several disciplines, numerous books have been published just in the last several years. (Buckley, 2002; Thompson & Vander Jagt, 2001; Beavers & DeTurck, 2000; Hafernick, Messerschmitt, & Vandrick, 1997). With school restructuring, systemic reform, and least restrictive environment practice taking center stage, implementation of co-planning and team teaching provides powerful problem-solving methods for unlocking the needs of diverse

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populations of students in higher education classrooms while preparing students for working in similar environments as certified teachers.

Implementation

During the last several years, the authors have been involved with three different Colleges of Education in three different states as they restructured their curriculum in an attempt to create an interdisciplinary curriculum with collaborative opportunities for co-planning and team-teaching. School One emphasized collaboration and team-teaching between special education and general education faculty in teaching elementary methods courses. General education faculty who taught content methods such as science, social studies, math, or language arts were paired with a special education faculty member. Each team, of which there were four, team-taught throughout the semester approximately three to six hours per week.

School Two focused on an interdisciplinary block system with content being combined and various faculty members taking the responsibility of arranging for other faculty to teach specific segments of the integrated courses. For example, elementary science, social studies and math methods courses were combined into one course that was taught by two full-time faculty members and three rotating faculty members. Science and social studies content was presented by one faculty member, math by another faculty member, and other topics such as accommodations, remediation, creativity, and community and parent involvement were presented on a rotation basis by the other faculty members. It was the responsibility of one of the full-time faculty to organize and coordinate the rotation schedule. Senior seminar for student teachers was also team-taught with paired faculty members who shared equally in planning and facilitating discussion as well as sharing various course administration tasks.

School Three involved faculty members in a variety of team-teaching formats. In one instance, one course had two faculty members, with different areas of expertise teaching the course together, each class meeting with a third faculty member presenting content on specific days in coordination with the regularly scheduled topics. In another instance, three faculty members taught one course with all three teaching together on some days, one teaching alone on other days, or combinations of two of them teaching on other days. Other classes, of which there were more than one section, were team-taught as one class for some topics but split into more of the more traditional format for other topics.

However, in all of these higher education institutions, the primary goals of these efforts were basically the same: (1) to provide a model of co-planning and team-teaching for students, (2) to improve the knowledge base of undergraduate early childhood and middle school education majors concerning students with diverse needs including various teaching techniques using diverse perspectives from multiple faculty, (3) to share the results of these efforts with colleagues interested in teacher collaboration, and (4) to develop a co-planning and team-teaching model to be used by other institutions considering a change in teaching methodology.

Similarly, in all three cases, during formal and informal collaborative meetings multiple questions were generated and discussed among the involved faculty. These questions logically self-organized into five categories: concerns, teaming, preservice teacher needs, planning time, and evaluation. As each semester progressed, answers to these questions evolved, resulting in the development of a Co-Planning/Team-Teaching Model at each institution.

Question 1:

At the onset of the project, what are the primary concerns about co-planning and team-teaching with faculty from another area (for example, educational psychology and elementary education)?

Faculty generally expressed their opinions that with certain modifications the combined/inclusive curriculum would fit nicely between the areas. From their previous experiences in public school early childhood, elementary, middle school, and secondary programs, faculty were aware that seemingly diverse educational perspectives were not so very different in underlying theory and that preservice teachers needed to learn how to apply theories and activities provided from differing perspectives in order to accommodate all students.

However, several faculty also expressed concerns. Their primary concerns included finding time for planning and for meetings, sharing teaching space with another faculty member, adding more content to an already over-full curriculum, lack of knowledge about the specific theory or methodology of their team member, loss of autonomy, loss of instructional time, and varied teaching methodologies and educational philosophies. These concerns are similar to those reported by many classroom teachers when faced with more content to be taught in a finite amount of time, and with the perceived invasion of their classroom by another professional (Phillips, Sapona, & Lubic, 1995).

As a result of the concerns by all faculty, the teaching teams were tentative at first in their communications with one another, similar to that which Phillips, Sapona, & Lubic (1995) described as "cooking in someone else's kitchen" (p. 268). However, as the teams continued to work together and as members improved in their communication with one another, the blending of each person's expertise strengthened lesson delivery and content. Participants in the projects reported learning to become more flexible, how to focus on individual strengths, and the need to prioritize and address only the concepts that were perceived to be most important. Ultimately, the educators agreed that they shared and agreed upon the primary goal: providing an effective instructional model for their students.

Question 2:

How will it be decided which faculty members will be teamed for teaching specific courses?

Collaboration in teaching is generally described as the sharing of expertise in delivering an almost seamless lesson, solving a problem, working on a project, or any other activity that works best with teams. Many faculty members have not

had experience in co-planning and co-teaching. Since most teacher education programs have not trained teachers to develop a multidisciplinary collaborative mind set, difficulties arise when teacher educators are expected to model teamwork and collaboration when they themselves have not experienced it (Pugach & Johnson, 1995; Thomas, Correa, & Morsink, 1995).

Therefore, the problem of who should team together initially appeared to be a tricky question. However, since many members of each faculty had worked together on diverse committees at various times, and as some had worked in team-teaching settings at other locations, all were aware of some personal similarities and differences among teaching styles, techniques, and management skills. Even from those team members who did not have similar experiences from which to draw or who did not feel a need to change their teaching style to accommodate their team member, things can be learned. As Carl Jung (1989) stated "... everything that irritates us about others can lead us to an understanding of ourselves."

At School One, team selection became a matter of open communication, with the involved individuals identifying characteristics of a co-planner/faculty member with whom he/she would be most comfortable. It was also clarified that once teams had been chosen, it was not unchangeable. If at any point, for any reason, a team member wanted to work with a different person, he/she could do so with no questions asked. This appeared to provide each person with reassurance about the flexibility and workability of the plan. Once the ground rules were established, with everyone taking an active part in the discussion, team pairs were developed and the teaming decision process was completed.

At School Two, the department chair first asked for volunteers to coordinate the integrated, interdisciplinary block sessions. Also requested was a list of any faculty members who would be interested in working with the team-teaching/ interdisciplinary block. The three initial individuals then discussed, based on their professional and personal opinions, which faculty members with expertise in the necessary areas might work most effectively with other faculty members. Once consensus was reached, faculty members were given their assignments for the term of one year. At the end of the year, new volunteers for all positions, coordinators and teaching faculty for the block, were requested with the understanding that anyone working the previous term in the block could continue or could take on other responsibilities and then rotate back into the block on alternate years.

In School Three, individuals were chosen to fill team positions based mainly on their professional backgrounds as fitted to specific curricular elements. Thus, for example, in Foundations of Education and Psychology for Middle Grades class, an education professor with middle school background was teamed with an educational psychology professor by the department's chair. The team pairings were not considered permanent beyond the current semester, although a number of teams expressed the preference for having the team composition intact as members became comfortable in working with their team partners. The option of changing team partners was also a possibility for individual faculty as was the possibility of moving to individual teaching of other courses (not those designed to be team taught).

Question 3:

What are the needs of the preservice teachers who are/will be involved in inclusive and/or interdisciplinary education and team-teaching?

At School One, the team members decided to obtain feedback from Focus Groups (Krueger, 1997; Morgan, 1997). Focus Groups, including classroom teachers, administrators, university faculty, school district supervisors, parents of children with disabilities, and preservice teachers, met on three different occasions and responded to predetermined sentence stems such as:

(1) A quality full inclusion preservice methods class addresses the following content ...
(2) Higher education faculty can teach preservice teachers how to ...
(3) Schools can foster respect for all children regardless of race, socioeconomic status, gender, culture, disability, etc., by ...
(4) When making changes in the classroom, one must consider ...
(5) Parents, teachers, and administrators can work together by ...
(6) Components or ways of restructuring are ...

This information was discussed, misconceptions clarified by the individuals and upon completion of the focus group meetings, the education teams discussed, as a large group and in team-pairs, implementation of the concepts into the co-teaching content and organization of the concepts into the major areas of: Students (motivation, management, attitudes), Instruction (modifying instruction, curriculum and physical environment), and Professional Development (managing stress, sharing ideas, acquiring/using problem solving, decision making, responsibility taking and collaboration skills). Team-pairs then met in planning sessions to develop a strategy for co-planning.

School Two used general meetings that consisted of all members of the interdisciplinary team informally discussing and identifying those areas pertinent to their areas of expertise. Objectives for each of the original individually taught courses were used to design a matrix that identified specific course content. Redundancies were then eliminated and dialogue centered around best teaching practices as identified in current research. Team members contributed journal articles and activity descriptions to other members, as well as to the faculty at large, in order to facilitate an understanding of the practices and theory addressed by the individuals.

At School Three all faculty were involved in the entire restructuring of the curriculum. Focus groups involved all faculty members in first identifying and classifying content taught in the specific individual courses. This information was posted in a classroom, with the individual components being attached in temporary fashion. The course content information was then reorganized so that similar topics, activities, and methods used by individuals were sorted into common categories. Over a period of many weeks, the content was sorted and reorganized until all faculty felt that the organizational structure of the material was logical and coordinated. New course titles were then associated with the combined content resulting in the

realigned curriculum. For example, once the content overlap from children's literature, language arts, and early literacy instruction content was removed, three 3-hour courses became one 8-hour literacy block which spanned two consecutive semesters.

Question 4:

When and how do we find the time to sit down and plan our team-teaching lessons?

Generally, learning and collaboration occur under one of two sets of circumstances: pain or pleasure. To succeed, such a cooperative effort must have people who are sensitive to each other's needs and who are willing to truly cooperate (Katzenback & Smith, 1994). In all cases faculty decided that these collaborative endeavors needed to occur under the second condition and that every effort should be made to ensure a pleasurable experience. Therefore, initially teams simply made a commitment to a time and place in which to meet, which in most cases included a meal or refreshments of some sort along with an opportunity for social interaction as well as professional interaction.

Once the initial meeting had occurred, which took between one to two hours depending on the individuals involved, project participants found that various organizational styles needed to be accommodated. For some, a few minutes on the phone or just brief contact while conversing in the hall was all that was needed in order to get organized as a team. Others took longer to meet at first, but as time progressed and as the individuals became more accustomed to working together, the necessary amount of time became shorter. This most likely occurred as a result of each team member having a foundation and experience in education. No discrepancies in background, such as inexperience in higher education or lack of public school teaching, were factors which effected planning. Therefore, the team members were able to build their teams on professional mutual respect, which assisted in the development of trust between the teams. Throughout the planning phase, team members discussed various ways of using accommodations, modifications, management plans, instructional strategies and differentiated curricula appropriate for use with specific content.

Application

It has been said that it takes a whole village to raise a child with everyone working together for the good of the child. With today's classroom and all of the special needs it contains, it can also be said that it takes a whole school to educate a child. No longer will one teacher in a classroom of diverse learners suffice to meet the educational, social, and emotional needs of such a population. It takes collaboration among all professionals at the various levels within a school system to educate all students. Therefore, preservice teacher education must model, demonstrate, and promote this collaborative effort just as the general and content-specific educators must work together to ensure that all students achieve their goals. It takes collaboration

with counselors, speech therapists, physical therapists, occupational therapists, and all other school professionals who are involved in students' lives. In essence, educating a child today involves opening the classroom doors and inviting the whole school to help.

In order for team teaching and co-planning to succeed, persons involved must be sensitive to the classroom needs of the others and to the climate of the class. Participants must develop mutual trust through exploration of similar interests, establishment of professional and personal rapport, and use of similar (but not exact) pedagogical styles. Everyone involved must work to enhance classroom climate, not to change it. Therefore, any cooperative effort would first and foremost need to have team members who interact in this manner and who were dedicated to this end result.

Finally, it is not simply a matter of looking at education from the perspective of a general education teacher, a psychology teacher, a special education teacher, a language arts, mathematics, science, or social studies teacher. Integration of content ideas and expertise in pedagogy through co-planning and team-teaching produces teachers more capable of working with a diverse population of students. This results in a more global teaching perspective, one which focuses on broader, collective goals, and the needs and abilities of all students to the benefit of everyone.

Suggestions for Future Collaborators

Learning how to collaborate with other professionals is an important and necessary skill to acquire, refine, and use. While there are many ways to collaborate, some basic concepts are necessary ingredients for educators who are beginning to collaborate and team-teach.

Stage 1: Develop Trust: Choose a Team Member in Whom You Have Confidence

In this new endeavor, security and trust are important. Communicating this trust is vital because any obstacles that could result from misunderstandings or ineffective communication must be prevented. As soon as the lines of communication are open, begin to discuss the goals and objectives of your endeavor. The more you talk about the lesson, the more you will begin to understand each other. However, as important as it is for everyone to talk, it is equally important for everyone to listen to the others in the group. From these discussions, trust can be established, and a greater interpersonal rapport created.

Stage 2: Find Pockets of Time in Which to Plan

Planning can occur quite effectively in short periods of time, usually several ten- to thirty-minute sessions. After reading basic topic material, meet with other team members in small blocks of time to discuss course content. Small blocks of time allow individual team members to process the information individually and allow the team to meet again with more insight and suggestions. As you work together each time, the amount of time needed to plan will become less. Eventually, planning can occur as you walk from one place to another or sometimes by phone or e-mail.

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Stage 3: Brainstorm: List as Many Ideas as Possible

After reading the material, each team member, through brainstorming, should list several options for the co-teaching lesson, basing decisions on individual areas of expertise. Brainstorming helps identify the strengths of each partner and allows planning to proceed smoothly and quickly.

Stage 4: Prepare and Develop the Lesson

Discuss, prepare, and develop a written guide for the co-teaching lesson. An outline form works well and provides the basic information for everyone involved in the process. Initially, indicating which team member will do which aspect of the lesson aids in allowing the teaching process itself to proceed smoothly. Make preparations for videotaping the lessons in order to evaluate and revise your plan for co-teaching the next time. In time, the written component of planning will be reduced to mere "scribbles."

Stage 5: Implement and Co-Teach the Lesson

The first time you co-teach, you are testing new instructional arrangements. However, the preparation time will pay dividends by making you well prepared. Until you implement, you have no idea if the first four stages are working or if additional strategies for working together need to be developed. Don't be distressed if the first couple of times are rather "rocky." As with every new skill, learning to become part of a teaching team takes time and cannot be rushed. Refine your lessons when disaster strikes, but don't eliminate them entirely unless absolutely necessary.

Stage 6: Support Your Partner: Assist Your Partner when Teaching

One of the skills that most educators possess is the ability to be flexible and add or highlight important points throughout the lesson. This is done during team-teaching to help one another embellish a point. Now is not the time to be possessive about "your" classroom. The team members must establish an easy, confident working relationship so that all feel comfortable contributing information simultaneously. To disagree within the context of the class can be done; however, it should be done in a manner to emphasize the differences in opinions, not to identify one aspect of a topic as "correct" and the other as "wrong."

Stage 7: Evaluate the Lesson

Videotape the first lesson and view it together. In viewing the videotape, you will probably realize that with some polishing you will be able to fine-tune your presentation for future classes. Having others view your teaching will also provide valuable insight.

Conclusion

The majority of team members cited the experiences of co-planning and co-teaching as a positive learning experience. As team-teaching projects unfolded, the concerns that had been originally expressed were addressed and usually resolved. Those that did not seem "resolvable" were redesigned so as to be acceptable by all members of the team. Consideration of meeting individual student differences and multiple-learning modes were emphasized almost unanimously by faculty. Additionally, faculty agreed that they learned from one another, not only content information and information about students with diverse needs but also about sharing a wide range of examples, techniques, and strategies that all can use in training preservice teachers. While some loss of instructional time did occur, many of the issues addressed in the different content areas were expanded upon because of a different viewpoint expressed by each team member. The expansion of ideas, along with the variety of examples and strategies addressed, resulted in the perception of enhanced professional development by those involved.

The benefits of co-planning and co-teaching arrangements resulted in nine positive collaborative effects: (1) collaborating and developing trust, (2) learning to be flexible and collegial, (3) finding pockets of time to effectively co-plan, (4) learning through trial and error, (5) forming teaching and learning partnerships, (6) challenging oneself and developing professionally, (7) solving problems as a team, (8) meeting the needs of diverse learners, and (9) meeting the needs of teachers as problem solvers. All teachers in higher education, public schools, and private schools can learn to develop a collaborative teaching environment which will benefit themselves and the students with whom they work.

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In Their Own Words: Student Learning Experiences From a Pilot Diversity Course in Costa Rica

Dr. Mary C. Clement, Dr. Jennie M. Smith,
Tabatha Tant, Amy Herendeen and Logan Winkles
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"... There can be no question we live in a multicultural, global community, one in which the actions and aspirations of individuals affect the lives of others in profound ways" (McNergney, Regelbrugge, & Harper, 1997, p. 8)

This article describes the development and implementation of a teacher education course in diversity, which was piloted in Costa Rica. Course goals included the creation of "worldly" teachers who could accept students of international backgrounds in their classrooms, while also providing the teacher education candidates with the necessary skills for teaching English as a Second Language (ESOL). Papers written by three of the students in the pilot course provide evidence of their learning experiences.

Introduction

Teacher educators face the challenge of preparing new teachers to teach an increasingly diverse student population. The need to prepare teachers who can provide appropriate classroom environments for all students has resulted in the creation of courses in both cross-cultural competency and multicultural teacher education (McAllister & Irvine, 2000). Courses in diversity are increasingly being added to teacher education programs in an effort to get future teachers to look at factors which "influence their beliefs towards equality" (Smith, Moallam, & Sherrill, 1997, p. 41) in the teaching of all children in their classrooms. Many required diversity courses stress the teaching of tolerance and the promotion of understanding to enhance the teacher's acceptance of students (Peterson, Cross, Johnson, & Howell, 2000).

Germain (1998) called for the creation of "worldly teachers" to fill the classrooms of America's schools. She suggested that teachers who had completed courses and international experiences aimed at cross-cultural competency would

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have increased self-confidence to work with diverse student populations. While student teaching abroad has been an option for some teacher education students to gain international experience (Mahan & Stachowski, 1990; Vall & Tennison, 1991-1992), other preservice teachers may be impacted by short-term international experiences (Willard-Holt, 2001).

The New Diversity Course In Teacher Education At Berry College

When the Charter School of Education and Human Sciences at Berry College redesigned all of its teacher education programs, it was decided to add a course in diversity. This course, *Education 222: Explorations in a Diverse Culture,* was designed to help students become aware of the differences and similarities between their own cultural backgrounds and those of other groups, to develop skills for communicating with students who do not speak English, and to formulate a positive personal philosophy concerning serving culturally and linguistically diverse student populations. The course also fulfills one-third of the requirement for students to receive their ESOL (English for Speakers of Other Languages) teaching endorsement.

The course was immediately dubbed "Maymester" when it was decided that it would be offered abroad during May, immediately after the close of the traditional spring semester. One section of the course was piloted in Sabanilla, a suburb of San Jose, the capital city of Costa Rica during May 2002. It is the purpose of this paper to describe the pilot course and what students learned from the course as evidenced by papers written by three of the students. The students' words are a testament to what the Charter School of Education and Human Sciences strives to achieve with its "new" teacher education program. Tomorrow's teachers have to receive training that differs in both content and delivery from traditional teacher education programs. This paper makes evident some of the many advantages that may be gained from developing programs that both teach students about, and simultaneously immerse them, in diverse cultures.

Course Description

Thirteen students and two professors participated in the program in Costa Rica. The two and one-half week trip included classes in the Spanish language, visits to public and private schools, and seminars about Costa Rican culture, ethnography, and what constitutes "best practice" in schools. In addition, weekend excursions to a rain forest, a national park, and a volcano gave the students insights into the natural riches of this Central American country.

The grades students received for this course were determined by averaging a grade from their Costa Rican Spanish instructor with grades for two reflection papers. Students wrote the first reflection paper while still in Costa Rica. For this paper, they had the option to write about culture shock or about their observations in schools. The second reflection paper was due six weeks after returning to the United States. Options for the second paper were to write advice that they would give another college student who was preparing to take the course or to write how they would

incorporate what they learned from Costa Rica into their future classrooms. Students were encouraged to keep journals throughout their trip, and all did. They used these journals as a basis for writing their reflection papers.

Students' papers gave the professors much insight into their learning experiences. It is clear that these students did indeed experience culture shock, find ways to cope with their new experiences, and then gain appreciation both for the experience of going abroad and for the people they met. The papers of three students follow. Their comments are representative of those expressed by the majority of students who participated in the program. Limited editing of the papers has been done, in order for the reader to get a feel for the emotion with which the students wrote. It should be noted that all three students were just sophomores at the time that they completed the Maymester and therefore had not yet completed their first teaching methods course.

For the First Time

Tabatha Tant

(Tabatha Tant's paper indicates that this course gave her many new—often startling—experiences, and leads us to think that Berry's Charter School of Education and Human Sciences is providing an unprecedented opportunity for students with this course offering. While the opportunity to travel abroad with this course sounds very exciting to students, it is also not an "easy" course for the students, emotionally or psychologically, and Tant's paper attests to the challenges.)

Fourteen students sit in a classroom eagerly awaiting the ninth of May. Some students have been abroad and think they know what to expect, and I sit in a desk excited and scared to death in the same moment. I am about to embark on an adventure that will bring many "first times" to my life. The school counselor gives us a lecture explaining how every little event we face will drive us crazy and make us want to cry. At the time I am taking her ideas with a grain of salt and continue thinking about what to pack and what the best outfit to wear on the plane is. The expectations are built.

The ninth had arrived and we are boarding the airplane. I am scared of the flight and I have just realized it. I have been so overwhelmed with packing and planning for the trip that I have not thought about the fact that I have never flown in an airplane before. My heart races and my body yearns to run out of the plane and back to land and safety. Andrea (my roommate) soothes my nerves and I begin to breathe again. The plane takes off and I have accomplished one of my new experiences with the aid of a companion. The flight seems smooth and I have seen the earth from thirty thousand feet in the air. The plane lands safely and I am off to meet the family with whom I will spend the next two weeks.

I walk through two sets of steel bars and into a rugged dark house for the first time. I am surrounded by Spanish-speaking people in a strange house with nowhere to go. So I sit in my small bedroom with my roommate and listen to the unusual chaos that is going on around us. With nowhere left to turn I record feelings and thoughts in my journal. After recording my confusion caused by the language

barrier I make a trip to the bathroom. I am immediately shocked by the unhealthy, dirty facility in the house. I run back to my room and begin to cry for the first time on the trip. My body is tired and I do not know how I will survive two weeks when I am crying after only two hours.

Time passes and we begin to deal with our surroundings. We wear our shoes in the shower and as is stated directly from my journal, "cannot wait to go to a hotel so I can take a clean shower." We reach the hotel and are getting to see the luscious rain forest for the first time. We hike through flora that is beyond what we have ever seen before. I take numerous pictures and observe the wonderful surroundings by walking across swinging bridges through the canopy of the rain forest. I am overwhelmed and begin to understand why Costa Rica is so wonderful. After hours of exploring I return to my room and find three spiders in my bed for the first time. I am so confused, scared, and unsure of how to deal with the situation, so I take out my trusty journal and express my culture shock to myself. This note taking helps vent my stresses and "deal" with my problems.

The weekend trip is nice but home does not improve. After a week of agony we are moved into another house. This house is open, clean, and we finally feel safe. The classes begin at the institute and we all venture out for lunch. We flag a taxi. I am absolutely scared out of my mind because I have never been in a taxi before. I hold tightly to the seat and observe the driver's attire and his manner of driving. I am scared of where he will take us and that we will die on the way there because of his wreckless driving skills. I am in culture shock once again because every car around is driving faster and crazier than I have ever seen. All of a sudden I turn from being in culture shock to scared for my life.

The taxi drive was survivable and another weekend trip is in line. We are visiting Manuel Antonio Beach and I will get to see the Pacific Ocean for the first time. I am excited about the lush coast and animals I have seen in travel guides and postcards about the area. We arrive and I step out of the bus and see a huge iguana crawl across the cement. I find my primal fear, which puts me in my culture shock shell again. I had no idea I was so frightened by these animals until I was faced with one. Once again I learn something about myself. The fear continues throughout the weekend, and I take pictures and notes to remember the feeling I had in that moment.

Returning from the weekend trip brought peace to me. I felt as if I could finally deal with, and accept, this culture as it is. I am sleeping peacefully when I awaken by the jostling of my bed. I cannot understand what is causing it and am so tired that I continue to sleep. The next morning I am informed that I have experienced an earthquake. Again I am thrown out of my element, but I find myself dealing with this in a different way. I look at the event as a first-time experience that I would not have had if I had not come on this trip. At the moment I come to the conclusion that this entire trip was filled with great experiences that I was lucky to have.

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How I can Incorporate What I Learned In Costa Rica in My Classroom

Amy Herendeen

(Amy Herendeen's paper evidences some of the hands-on strategies that future teachers can learn by immersing themselves in a cross-cultural, non-English speaking environment. Amy spoke very limited Spanish before the course and her paper indicates that she learned the value of some of the most basic strategies to communicate with speakers of another language—body language, visualization, and slowing of one's speech. She describes several concrete ideas she will incorporate into her classes in the United States.)

"As I was sitting in the public school during our first visit, I began to realize how awkward and uncomfortable I felt sitting there and not understanding everything that was being said. Even though I knew enough Spanish to figure out the idea of what was happening, I did not understand a lot of the smaller details. I began to feel lost, confused, out of place, and even bored."

This excerpt from my journal on May 15, 2001, shows that our trip was very successful. I feel that the purpose of our trip to this diverse culture was to experience the same emotions that children from other cultures will feel in our own classrooms once we all become teachers. Because I experienced these feelings of confusion and awkwardness at least three or four times every day, [that] shows our trip was successful. I feel that I will now be able to empathize with these children, and be very understanding of their feelings when they are in my classroom. This is something that I do not feel that I could have achieved before going to Costa Rica. I enjoyed every aspect of our trip and really grew to appreciate this different culture, while also learning so much. However, the main thing that I have taken with me is this understanding of the feelings and emotions that any children from another culture different from our own feel as they sit in our classrooms and can not understand everything that is going on.

While I was in Costa Rica trying to understand things in the schools and also trying to communicate with my family, I realized the importance of body language. Throughout my trip, I used body language to communicate my needs, as well as understanding someone else and their needs. One way that I will facilitate a child's learning is through body language. Not only will I read his or her body language to see if he or she is uncomfortable, anxious, lost, bored, confused, or out of place, but I will use my body language to communicate what I need him or her to do as well. By doing this, I will be using the same form of communication that I used with my Costa Rican family, especially the first couple of days until I felt comfortable enough with my ability to speak Spanish.

Another way that I am going to facilitate a Central American child's learning is by using visual aids such as flash cards and pictures to communicate. A lot of times on our trip when I could not remember the word for something in Spanish I would point to the object so my family would know what I was trying to say. I will show the child the pictures and say the words in English at the same time, helping him learn some basic English. Also, with the Spanish that I learned before going to Costa Rica and the words that I added to my vocabulary while down there, I will be

able to communicate some with the child. Once the student knows that I can understand basic Spanish, he or she will begin to feel more comfortable in my classroom, thereby enhancing their learning capabilities.

I also plan to speak slowly, using simple English for the child and a lot of repetition when communicating with children of other cultures. When I learned a new word in Costa Rica, my sisters had to keep repeating the same word over and over. I also used the word as often as I could. By using repetition, I learned the word more quickly and it seems to have stayed in my memory. For example, when we first arrived, and we were taught that "pura vida" was the Costa Rican word for "great" or "wonderful," I used this word as often as I could to help myself remember this new word. I even used some Spanish words that I learned during the day as I wrote in my journal each night.

Another way that I plan on helping the child feel very comfortable in my classroom is by using the knowledge that he or she has of their own country to teach the rest of the class about the culture and traditions first-hand. When I have a Central American student in my classroom, I will let the child teach the rest of the class about a specific part of the culture of this country. This activity will help the student feel important and will give him or her a part in the teaching process. By feeling like he or she is important, the student will be able to exhibit their pride in their country while also having his or her own time to teach the class about something special to them. A specific example that I will use will be for him or her to teach the class "Happy Birthday" in Spanish. Then, on a child's birthday, the class can sing "Happy Birthday" in English as well as Spanish. The child can also bring in important items that will represent his or her country that will also teach the other children about a specific part of this country's culture.

There were many experiences that I had while in Costa Rica that can be used as lessons or even units in my classroom. I will try to incorporate Costa Rica into my classroom as much as possible because I feel that the students will be able to relate if they see pictures and other items that I have brought back from Costa Rica myself. I also feel that information becomes much more interesting when personal stories and experiences are incorporated into the subject. There were some very interesting sites that we visited during our trip that I can use to help "spice up" a particular unit or lesson.

I could teach a unit on the rain forests of Costa Rica as well as other rain forests throughout the world. When I think about a rain forest, I think of many trees and other green plants covered with raindrops and all kinds of very brightly colored animals living in this habitat. However, once we entered the rain forest, I was shocked to find that the forest was not filled with many different, brightly colored animals, except the quetzal. The image in my head, on the other hand, was partially correct because all the trees and plants were a very bright green. I could have my students draw their own idea of a rain forest and then we can compare their drawings to the pictures that I took of the actual rain forest. I thought that this activity would be a part of my connection to the students as I also assess what they do and do not know about rain forests.

What the Costa Rica Experience Means to a Teacher

Logan Winkles

(While addressing some specific issues of working with Hispanic children in a U.S. classroom, Logan also discusses thoughts that indicate he has experienced an expanded world view through this course. His paper indicates that he is indeed thinking about the larger issues of race, discrimination, and poverty, and how they effect both school children and our society.)

Now that almost two months have passed since our return from Costa Rica I have had ample opportunities to reflect and analyze how the experience helped reshape my outlook on education as well as what it means to live in a truly "developed" country. After returning to the States I was flooded with calls from friends and relatives asking how the trip went (as well as to find out if I bought them any souvenirs). To most of the well-wishers I replied that the trip was "good," but when I really thought and contemplated about the trip I decided that it was unquestionably *not* good. The experience was possibly one of the most stressful situations into which I have ever been placed. The fear and humility that came with my inability to order food from a restaurant was something I had never felt, but even though the trip was not "good," it was one of the most incredible lessons of my life, and hopefully one I will never forget. Most importantly, the experiences in Costa Rica helped me to realize that the wonderful opportunities with which I was born (as a rich, white American male) are not granted to every single human, and that lack of those opportunities have serious repercussions in our classrooms.

As I looked back over my journal notes from Costa Rica I could not help but chuckle at some of the comments I made the night before leaving Atlanta. I had enumerated some of the goals I wanted to accomplish while in Costa Rica, which included "analyze the differences between Costa Rican and American education through discipline, evaluation, and instructional methods." The fact that I learned so much about the practical difficulties of living in a society where social norms and language are different from what one is used to made those theoretical goals I had before leaving the United States almost inconsequential.

The most important lesson I learned from the Costa Rica trip (and what I believe to be the main goal of the "Exploring Diverse Culture" section in the School of Education) was a new appreciation for the difficulties immigrants, especially Hispanics, have in entering our school system. Hopefully, when I finally begin to teach in my own classroom (which will most assuredly have immigrant children) I will remember how exhausting it is to be thrown into a culture with totally different languages, rules, and taboos. I do not yet know how I will deal with these immigrant children on a practical level, but I believe my empathy with the children and their daily struggle will help them immensely. I remember how great it felt to have real Ticos (Costa Ricans) smile at my feeble efforts at Spanish (like at La Trojita restaurant), but I also remember the frustration I felt at Ticos who would mumble "gringos" under their breath in a derogatory manner. Ultimately I believe one of the best things I can do to help Hispanics in my classroom is to openly acknowledge

the effort they are making and remember to encourage them for all their work. If it had not been for the other students in our group and my Tico family encouraging me, I think my experience in Costa Rica would have truly been difficult.

Another lesson that I hope to bring to my classroom in the future was an appreciation for other cultures. From my own experience, I feel that far too many American students are brought up in one socio-ethnic group and remain there for the vast majority of their lives, rarely venturing to explore other cultural groups in the rest of the world or even in the United States. Furthermore, I never truly acknowledged the fact that many (perhaps most) of the people I associate with have many preconceived ideas and prejudices against immigrants and other minorities. I think I was also even unwilling to acknowledge my own prejudices until I returned from Costa Rica and remembered what it felt like to be an "immigrant." In my opinion, we, as Americans, refuse to confront the fact that there still remains a tremendous amount of racial and ethnic stereotyping that occurs every day in every town in America.

I hope to bring to my future students a realization that people who live in third world countries have many of the same hopes, fears, and desires that we do. Perhaps one day I will help my students also gain an understanding that although people from Latin America (or Africa or Asia) may have no political power on the world stage, the people who live in these countries are not insignificant numbers, but individuals who are just as complex as any American living in suburbia.

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I hope to bring my future class an idea of the disparities of wealth that exist throughout the world and in the United States. The vast majority of my journal comments about school visits are in reference to the incredible differences in wealth between public and private schools. I can vividly remember how shocked I was by lack of supplies and overcrowding of the Costa Rican public schools. As a teacher I hope to teach my students that severe differences exist between the richest and poorest throughout the world. Although I constantly see television images of starving children from around the world, I am afraid I often become numb to the facts of poverty. In Costa Rica what it really means to be a third world country was shocking (even though we never saw the most impoverished Costa Ricans). I also hope to bring to my classroom the ability to appreciate the difficulties that poor American students have in learning. I hope to bring to my classroom a basic understanding of the difficulties that come with being both poor and non-native, and I hope to allow my students who fit into those two categories to realize that education really is the beginning of improving one's condition in life.

Indeed the trip to Costa Rica was not the wonderful vacation to a tropical paradise that I had somehow imagined before we left; however, it was truly a

life-changing experience that I anticipate will have a major impact on the way I behave as a teacher in the future. I realize that many of the things I have discussed about learning while in Costa Rica may be impractical to teach, but more than anything else Costa Rica gave me a new outlook on education in America. I was exposed, often for the first time, to many of the problems that students bring to the classroom—problems that they are unable to leave at home. I began to see how extremely difficult it is to merely exist in a non-familiar culture and language, not to mention the difficulties associated with being forced to discuss *Hamlet* or the Pythagorean theorem in a language one can not comprehend. I hope that the Maymester program will enable me to bring more personal understanding to the classroom. When a child is unable to stay awake because she does not understand English, I can relate to what she is feeling and somehow help her find a solution.

[Other Examples Omitted by Editor]

As a whole, I feel that this trip to Costa Rica has helped shape my ways of teaching. Even though I have not yet begun teaching, I feel that I developed an understanding for those children who sit in classrooms and have absolutely no clue what is going on, simply because they do not speak or understand English. Because of this trip I will be able to connect with these children in my classroom, and I will begin to break the language barrier between us in order to begin the learning process.

Discussion

Was this course a successful one with regard to meeting the goals of helping teacher education students become aware of the differences and similarities between their cultural backgrounds and those of other groups, of developing skills to communicate with speakers of another language, and of formulating a positive personal philosophy concerning serving culturally and linguistically diverse student populations?

Tabatha clearly sees differences in how her U.S. and homestay families live when she experiences the shock of steel bars on a house and cramped living quarters. While her experience of being scared by a taxi ride could have happened in almost any city of the United States or the world, she had apparently never had such an experience in "her" world of northwest Georgia. It is hoped that these experiences help her to move toward other unknowns with a stronger sense of self-confidence, and teachers certainly need strong self-confidence.

Amy's paper addresses practical ways to bring her Costa Rican experience back to her U.S. classroom. She has developed some coping strategies for communicating and can hopefully build those strategies into her teaching repertoire. She also senses that she can help immigrant children to preserve parts of their own heritage by having them talk about their home countries in her class. She is already planning some strategies that have the potential to make her classroom a very accepting one.

Amy and Logan write about feeling uncomfortable, stressed, and awkward in homes and classes where they do not speak the language. They take their negative feelings and discuss transforming them into empathy for future immigrant students, so that these students do not have to feel such discomfort in U.S. classrooms. While it certainly cannot be said that Amy and Logan will always empathize with all students in the future because of what they experienced in this short program abroad, their discussion of their feelings can be an indication that they are developing a positive, supportive philosophy for serving a diverse student population, the third goal of the course.

Conclusion

Is it important that students have international experiences and go "beyond their comfort zone" in order to grow as individuals and become better teachers? Is this the best way to educate new teachers who can demonstrate empathy for language minority students and simultaneously reach out to them with a variety of teaching strategies? One pilot program and a sampling of student work is certainly not enough to answer these questions. More research is needed to determine if this type of course is really making a difference and producing the results intended. Nonetheless, the student accounts recorded here offer compelling indicators that programs such as Maymester may go a long way in equipping future teachers with the experiences, sensitivities, and knowledge they will need to be effective teachers in increasingly diverse classrooms.

The Charter School of Education and Human Sciences is currently continuing the Education 222 diversity course with offerings both in Georgia and abroad. The professors accompanying the students to sites in Costa Rica, Mexico, and Greece can examine the benefits of the study abroad component to the diversity course. Students such as Tabatha, Amy, and Logan indicated that they learned from the program and felt it was a success. We must solicit and listen to the students' comments and reflections in order to evaluate and continue to improve the Maymester program.

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PUMP AND DUMP: EDUCATIONAL REFORM OF THE NEW MILLENNIUM?

Chris Muire
Berry College

"On September the 11th, enemies of freedom committed an act of war against our country ...

All of this was brought upon us in a single day—and night fell on a different world, a world where freedom itself is under attack."

President George W. Bush
Address to a Joint Session of Congress and the American People
United States Capitol, Washington, D.C.
September 20, 2001

As the new millennium begins, the federal government has many unexpected and important priorities to address. For over a decade, educational stakeholders from both the public and private sectors worked collaboratively to develop, support, and implement the National Goals for Education. Now it appears those goals have disappeared and our nation has entered a phase of experimentation with reform of our public schools. This experimentation seems to focus primarily on untested, market-based practices. This article examines and questions this change in methodologies and their possible impact on schooling in America.

INTRODUCTION

Certainly the national psyche was irrevocably shattered by the tragic events of September 11, 2001. Not only must our nation honor the thousands of innocent lives taken by our enemies, but because of our noble legacy as Americans, we have an historic obligation to defend their sacred honor. Certainly, there is no higher priority for our government.

I intentionally preface this article in this way, to foreground my highest respect and support for those called to lead and serve our nation in this time of war. Accurate judgments and potentially life-or-death actions must be undertaken with immediacy and precision. These difficult decisions are based upon complex inter-related conditions and exigent circumstances that pale in comparison to other national priorities. We have faith that the tough choices will be correctly made to secure our national sovereignty, preserve its independence and liberty, and perpetually and safely protect America for her children.

Furthermore, we expect our government to effectively address the highest needs of our nation. As we expect to hold accountable those responsible for the

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unprovoked murders of our citizens on September 11, so too, Americans will hold our leadership accountable if they do not meet our expectations and defend our beloved freedoms.

Among those freedoms, for which many before us have paid the ultimate sacrifice, is the first amendment of the U.S. Constitution, granting the right of free speech to all citizens. The first amendment serves as a perpetual safeguard on the direction of our government and guarantees every U.S. citizen the fundamental right to question our current laws, policies, and performance of its leaders. Few will question the decisions of our Commander-in-Chief and his military advisors in light of the horrific attacks on the World Trade Center and Pentagon. Restoring peace and securing our nation should take precedence and has rightly become the highest priority of our federal government. Yet, though Americans will give deference to those who go into harm's way on our behalf, many other national priorities must still eventually be addressed.

To that end, serious questions are now being raised about the ethics of our business and, possibly, some governmental leaders. Sadly, not a year after the tragedies of September 11, the U.S. economy seems to have fallen again into what former President Jimmy Carter once termed a "national malaise." However, the precipitous economic decline of 2002 cannot be blamed on international oil cartels or radical Islamic terrorists, rather the current malaise was crafted by an enemy of a domestic nature. I refer specifically to American's so-called corporate elite, and at stake may well be America's vaulted system of capitalism.

The new perpetrators are corporate officers, boards of directors, and accounting firms who conspired to hide profits from the general public. These corporate insiders led employees and other investors to believe their companies were doing superbly. Abusing their positions of trust, they encouraged the unwitting investor to buy more shares of their company's stock. Of course, as more and more finite shares are purchased on the market, the value of each publicly traded share increases. Then, knowing that revelations of the hidden transactions would be eventually discovered, the insiders sold their shares while the price per share was high, reaping millions. When it was finally disclosed that the profits did not exist, the average investor watched the share price, along with their own investments, retirement plans, and faith in their employers, drop radically.

In Wall Street vernacular, this scheme is often referred to as "the old pump and dump." The executives publicly "pumped up" or promoted the value of their company, but privately "dumped" or sold their own shares of stock while it was high. They walked away with fortunes while the small investors, including their own employees, saw their corporate pensions and private savings literally disappear. As if that were not enough, many of these employees lost their jobs as their company went into bankruptcy. Today, many trusting people insist that someone be held accountable for betraying their trust.

In education, we have also heard the heralds calling for more accountability in schools. Over the past decade, we were told by our political leaders that we should look to business as a model for accountability to reform our public schools. Perhaps

more than any other social institution, the public school system has become a virtual laboratory in which a wave of market-based experiments is being tested. Certainly throughout history, the public schools of our nation have served the corporate economy well, adapting to the demands and changes of our growing society and providing a perpetual supply of skilled and knowledgeable workers to accommodate the needs of business. Yet, as revelations of corporate greed and ethical malfeasance grow, it appears as if there was little or no accountability in many of our nation's most prestigious businesses. One begins to wonder if the market-based experiments, ranging from accountability, vouchers, and privatization, are possibly the educational equivalent of an Enron-type scam intended to deflect the public's attention away from the real needs of our nation's public schools.

The public school system often mirrors many of the contradictions that appear in the larger society, perhaps most dramatically when the issue of public school reform is discussed. I suspect that we shall be discussing reform of public schools for quite awhile. However, with the issues of reform and improving public schools in mind, I briefly examine a few of the market-based strategies that are currently being used in education. The purpose of this article is not to blame any individual or any group, but rather to explore the parallels and inconsistencies of the market-based policies and practices that are being used in contemporary public school education.

Philosophical Referents

The ideological basis that has guided America's unequaled dominance among world economies is capitalism. In the private sector, capitalism can be given much credit for bringing wealth and fortune to many Americans. But, there are at least two underlying assumptions embedded within capitalism that may be problematic as this philosophy intertwines with governmental institutions, which would include education.

The first is the notion of competition. Kohn (1986) characterizes competition by the use of the acronym MEGA for, "mutually exclusive goal attainment" (p. 4). In Kohn's view, competition means that someone's success means someone else's failure. By extension, the second principle of capitalism (and competition) is the notion of risk. In order to become successful in the free market, one must first take a risk to start-up their business and as many of us know, taking the risk does not always equate with success.

Of course, the underlying motivation in the capitalist economy is the business' quest for profit. Generally speaking, most employers attempt to gain the largest profits possible and they do so by manufacturing goods or providing services at the lowest costs possible and selling them at the highest prices that customers will pay. From these simplistic descriptions, one might already begin to understand the inherent contradictions between the goals of capitalism and the nation's systems of public schooling.

To highlight this point, the Small Business Administration reports that the annual change rate of New Employer Firms in the year 2000 increased by 4.3 percent while the annual change rate of Employer Firm Closures was 3.7 percent. This

same study notes that the number of corporate bankruptcies totaled 35,219 in 2000. Although the reasons that these businesses close are numerous and the number of businesses in America far outweighs the total number of public schools in our nation, one cannot help but wonder what would become of education if schools began to fail at similar rates.

Senge (1990) suggests that the underlying traditions of capitalism might camouflage other emerging patterns that are becoming present in business and society. Empires have risen and fallen because the traditions that brought early success remained static and unresponsive to change. Senge further assesses that understanding these patterns of change can assist learning organizations, including both businesses and public schools, toward achieving goals of continuous quality improvement. First, however, the camouflage must be removed so the patterns can be adequately examined. The camouflage often exists in the form of myths that are found within the larger system. In the section that follows, I examine some of the seminal foundations of competition and capitalistic traditions and myths that have evolved into the twentieth century.

The Myth Of The Invisible Hand

The engines of capitalism are responsible for many prolific changes in the United States and the world. The roots of the current capitalist philosophy are usually credited to Adam Smith (1723-1790) who championed the notion of free markets and constantly examined the proper roles of government working in concert with markets in *Wealth of Nations*. In his preface to Smith's *Wealth of Nations,* Max Lerner (1937) introduces the reader to Adam Smith:

> What he wrote was the expression of forces which were working, at the very time he wrote it, to fashion that strange and terrible new species—homo economicus—or the economic man of the modern world. The *Wealth of Nations* is undoubtedly the foundation work of modern economic thought—a strange mixture of a book—economics, philosophy, history, political theory, practical program. He wrote it at the break up of feudal Europe, at the beginning of a modern world in which the old feudalinstitutions were still holding on with the tenacity that the vested interests have always shown. It was against these vested interests that he wrote. It has done as much perhaps as any modern book thus far to shape the whole landscape of life as we live today. The principles are simple. First, Smith assumes that the prime psychological drive in man as an economic being is the drive of self-interest. Secondly, he assumes the existence of a natural order in the universe which makes all the individual strivings for self-interest add up to the social good. Finally, from these postulates, he concludes that the best program is to leave the economic process severely alone what has come to be known as laissez-faire, economic liberalism, or non-interventionism. (p. v-viii)

Though *Wealth of Nations* was considered to be radically liberal in Smith's time, it is perhaps the cornerstone of the current conservative revolution in

American politics. *Wealth of Nations* is based upon the notion of the "invisible hand" of the market which can be defined as the human desire to serve one's own self-interest. This theory is remarkably complex and suggests that self-interest is not simply greed or selfishness, but if properly constrained, can be an immense force for public good. Put simply, the independent energies and the creative efforts of individuals can lead to the establishment of enterprises that can increase the standard of living for all.

The theory that perhaps causes the most tension in our existing system is the notion that wherever possible, government should not interfere with the competitive free markets. Liberals cringe at this idea because of their beliefs that government is a protective mediator that creates the legal and political framework without which the free markets and the most needy of citizens could not survive. From social security to education, liberals believe that government should have an active and central role in dealing with the needs of the public that conservatives often see as excessive. Conservatives often take Smith's ideas to the other extreme as in rigidly interpreting the Constitution and argue that government should only be active in providing a strong national defense otherwise government should be small and non-interfering in competitive markets. These polarized positions concerning the role of government have implications that have often impacted educational policy.

I became curious about Adam Smith's actual words and meanings, keeping a close eye on what he had to say about the relationships between government, the private sector, and education. As I began to read *Wealth of Nations*, I was particularly mindful of Barthes (1985) who suggests that all actions are inextricably embedded in a culture in which experience and meanings are constrained by pervasive myths that point out and notify, "it (myth) makes us understand something and it imposes upon us" (p. 117). Britzman (1991) notes "cultural myths offer a set of ideal images, definitions, and justifications that are taken up as measures for thought, effect, and practice" (p. 7). Tobin and McRobbie (1996) further state:

> The meaning given to a myth is not an idea that is wrong, but a belief that is a referent for intuitive actions in social settings. Participants know how to act in given situations because they have lived their lives in a cultural milieu and have adapted their practices to the cultural myths. (p. 225)

These statements seem to suggest that myths can have enormous ramifications in our culture, of which education and schooling have significant roles. Considering the importance of mythological influence on culture, I concluded that the general public would be better served by thoughtfully examining the historical context of our traditions and myths (in this case—myths of capitalism and competition) rather than propose broad-based reforms that are perhaps fundamentally unsound due to their reliance on historical beliefs. I would therefore argue that the tenets of capitalism, and by extension competition, may also embody myths and traditions that should be critically examined in ways that are responsive to the changing needs of today's societies and systems. I am not suggesting anyone's beliefs are wrong, only they may be based upon myths and traditions that are not often useful in current contexts

and may even be detrimental. As noted earlier, my specific concerns are focused on the extent to which these myths and traditions of capitalism and its corresponding market-based strategies may be impacting the public schools of our nation.

As two examples of polarized interpretations of Adam Smith's views, Muller (1996) argues, "liberals often assume that the market is wasteful and immoral" suggesting that government can often obstruct the incentives of business by substituting "good intentions for sound policies." Samuelson (1996) balances this assertion by noting:

> As for conservatives, their use of Smith ignores what he said about the defects of the markets. He supported, for example, universal education as an antidote to the numbing effects of economic specialization. (p. 63)

Indeed, Smith grasped the fact that incentives and free markets are tremendous motivators of economy, but as a Scottish bureaucrat (equivalent to the Commissioner of the IRS today), he recognized the importance of a government-supported education. Smith's views of government's role to protect and preserve civil order and perform routine functions included state-sponsored education. In the following statement, Smith (1776) distinguishes who should receive government support for education:

> The education of the common people requires in a civilized and commercial society, the attention of the public more than that of people of some rank and fortune. (p. 736)

From this passage, it is clear that if Adam Smith were alive today, he might question why many students from families "of some rank and fortune" would be allowed to attend a public school. To continue, Smith (1937) develops his argument for state-sponsored education of the masses and his rationale for justifying taxes to support education:

> For a very small expense, the public can encourage and can even impose upon the whole body of the people, the necessity of acquiring those most essential parts of education. The public can facilitate this acquisition by establishing in every parish or district, a school where children may be taught. There is scarce a common trade which does not afford some opportunities of applying to it the principles of geometry and mechanics, and which would not therefore gradually exercise and improve the common people in those principles, the necessary introduction to the most sublime as well as to the most useful sciences. The state derives no inconsiderable advantage from their instruction. (p. 737)
>
> The more they (the masses) are instructed, the less liable they are to the delusions of enthusiasm and superstition, which among ignorant nations, frequently occasion the most dreadful disorders. An instructed and intelligent people besides, are always more decent and orderly than an ignorant and stupid one. They feel themselves, each individually more respectable, and more likely to obtain the respect of their lawful superiors. (p. 767)

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> In free countries, where the safety of government depends very much upon the favourable judgement which the people may form of its conduct, it must surely be of the highest importance that they should not be disposed to judge rashly or capriciously concerning it. The expence of the institutions for education, is no doubt, beneficial to the whole society, and therefore without injustice, be defrayed by the general contribution of the whole society. (p. 768)

I have presented the passages above to articulate my belief that at the heart of Adam Smith's *Wealth of Nations,* is the advocacy for the public education of children of the "masses." From his use of the terms "small expence," it seems apparent that Smith saw governmental support of education from a minimalist perspective. To be consistent with his views on the quest for profits, I rather imagine that Smith saw government providing only a basic education to the average "workingman's" child.

Yet, according to Smith, government not only has a role in public education but a responsibility to adequately fund that basic education. However, in my reading of Smith regarding the issue of public schooling, nowhere do I see him advocating the use of market-based strategies to guide the enterprise of public schooling. On the other hand, Smith often claims that, in order for businesses to thrive, owners and management should follow consistent and ethical principles including fairness with their employees. Therefore, if one examines Smith's fundamentals of capitalistic philosophy, a clear need for public education is established. Certainly, there may exist many useful strategies from his capitalist theories (e.g., fair treatment of employees) that could or should be applied in both the public and private sectors. However, imposing market-based strategies, either to manage schools or for the teaching and learning of children, is seemingly a contemporary experiment (and perhaps even be a mythical exercise) that lacks a canonical foundation.

Political Referents

Improving the institutions of our democracy does not depend solely upon political action, but education is largely dependent upon governmental support. In the last presidential election, the once-partisan issue of federal support for education seemed to be resolved. In an historic reversal of principles, the Republican Party dropped its longstanding campaign plank that called for abolishment of the U.S. Department of Education. Given the unprecedented closeness of the 2000 race, certainly this strategy to support federal spending on education was pivotal in the ultimate election of George W. Bush. Keeping his campaign promise, the Elementary and Secondary Education Act of 2001 (acronym ESEA, a.k.a. "No Child Left Behind Act") was the first major piece of legislation that President Bush signed into law.

Presumably, the ESEA Act of 2001 represented a compromise between the diverse visions of education that pervade our society. This legislation contains a set of provisions that will require the government of the United States to provide more flexibility to the states in spending their federal dollars earmarked for education, yet, also hold schools more accountable for spending these dollars. In the ESEA provisions, accountability will largely be determined through the development,

administration, and evaluation of student scores on a massive new regime of standardized tests. At this point in time, it appears that the federal government will publicly identify failing schools from scores received on the mandated tests and withhold funding for their failure to perform at adequate levels on these tests.

Targeting individual schools as the central unit of accountability is a model that governs many state educational systems, including Florida where the President's brother Jeb Bush is Governor. In this model, the state identifies a set of core knowledge concepts that all students should know and be able to do. Students are tested on their knowledge of these concepts through standardized exams, which are aggregated to form a score for the entire school. Thus, each school is evaluated on how well their students perform on these tests, and in most cases, the school's overall performance is compared with their scores in previous years and with the scores acquired by other schools in the state.

In my view, the ideology that undergirds these accountability strategies are essentially competitive in nature. That is to say, the school must compete with

1. itself because new test scores are compared with previous years' scores; and
2. with every other school in the state because the evaluation benchmarks are determined by norm referencing the scores on a statewide basis.

Further, schools which improve their scores typically receive monetary incentives while those that do not improve, receive fewer dollars. Moreover, schools which report declining scores can be sanctioned. In Florida, these sanctions take at least two forms. Firstly, legislative provisions allow the parents of students of a failing school to receive a voucher to attend another school. Secondly, other statutory provisions allow the state to take over or close those schools that fail year after year. Muire (1997) suggests that such accountability policies form a "test then reward or punish" metaphor and are rooted in capitalistic philosophies often associated with business. Elmore and Fuhrman (2001) state:

> The theory that measuring performance and coupling it to rewards and sanctions will cause schools and the individuals who work in them to perform at higher levels underpins performance-based accountability systems. Such systems are now operating in most states and in thousands of districts, and they represent a significant change from traditional approaches to accountability. The new approaches focus primarily on schools, whereas in the past states held school districts primarily responsible. (p. 67)

As Fullan and Miles (1992) suggest, "Education is as much about politics as it is about schooling." Certainly, schooling today is strongly influenced by politics and the emerging policies and programs that increasingly have emphasized competition. Beyond accountability policies, new competitive initiatives also include mandates that increase graduation requirements for students and higher certification standards for teachers. In addition, many state legislatures (e.g., Florida, Georgia) are considering or have implemented new competitive policies that would eliminate tenure for school teachers and postsecondary professors. The theory here is that once these employees are guaranteed a position for life, many of them may lose the proper incentive to work at competitive levels. Thus, the government removes the guarantee

of tenure and reserves the right to fire them from their job. Certainly the fear of losing one's job is an enormous incentive for insuring more productivity and performance.

Apple (1993) notes that the competitive policies (briefly described above) are closely associated with business; and, like Elmore and Fuhrman, capitalist philosophies embodied in the free market system are gaining widespread influence over education. Apple (1993), Macedo (1994), and Giroux (1994) present profound evidence of the constraints that competitive philosophies are exacting on education. They collectively assert that business, more than any other system of influence, is centrally responsible for stifling broad-scale reform toward equity and sustainable improvement in education.

As noted, the increased emphasis of high-stakes testing programs to determine funding formulas is a central element of these performance-based accountability models. Of course, standardized testing of students has been occurring for generations. Indeed, many parents as well as educators think standardized tests provide important data for diagnosing student performance. These data are essential for addressing the learning needs of individual students and schools. With respect to competition, undoubtedly most parents want their child to be better prepared for an increasingly competitive world. As a parent of three, standardized test scores have often helped me and my wife to make informed decisions about the educational needs of my children.

In fairness, I believe policymakers see these tests as a fair and objective way to measure how well a school is performing. In a recent interview, I asked the Director of Student Assessment and School Accountability of a highly populous state in the Southeast U.S. if high-stakes standardized tests were becoming problematic. He responded in the following:

> No one believes that standardized tests are perfect but how else does one gauge the performance of the schools in a state as large as ours? These tests are hugely important to our state's leaders. They provide a panorama of student performance in a cost-effective and efficient manner that is relatively unintrusive to schools. They are also invaluable to many parents for selecting schools to attend and for school-site personnel to place students in classes and courses for which they are best suited. The trends that we exact over time help us to identify areas of strength and weakness, both geographically, to the individual school, and in specific subject areas, such that we can better target resources.

However, the basic problem that many educators seem to be experiencing with standardized tests is that they have become the primary instrument for policymakers to judge the overall performance of a school. In other words, the test scores give a snapshot of what students know but do not tell the whole story about how well a school is performing. As one significant example, the American Educational Research Association (AERA) released its "Position Statement Concerning High-Stakes Testing in PreK-12 Education" that was adopted in July 2000 (AERA, 2000). In its publicly stated message, the AERA argues:

> If high-stakes testing programs are implemented in circumstances where educational resources are inadequate or where tests lack sufficient reliability and validity for their intended purposes, there is potential for serious harm. Policy makers and the public may be misled by spurious test score increases unrelated to any fundamental educational improvement; students may be placed at increased risk of educational failure and dropping out; teachers may be blamed or punished for inequitable resources over which they have no control; and curriculum and instruction may be severely distorted if high test scores per se, rather than learning, become the overriding goal of classroom instruction.

At the very least, it would seem that the competitive tactics embodied in the new regimes of high-stakes tests in the U.S. raise serious questions about the current trajectory of educational reform. When one considers the proliferation of high-stakes tests in states in light of the statement (above) by the largest and most prestigious educational research group in the world (AERA) which suggests that high-stakes tests may be harmful as a policy tool, coupled with the increasing enrollments of students from low socioeconomic backgrounds, we may be experimenting with a market-based recipe for disaster.

To be clear, no one is suggesting that the businesses of this nation are unimportant or are conspiring to undermine our nation's schools. Nor am I asserting that free enterprise, competition, or other market-based philosophies do not have some responsible contribution to make in education. Moreover, I do not claim that standardized tests serve no useful purpose. Indeed, I believe that we should experiment and pilot test a variety of strategies in low-performing schools, including competitive ones. However, when a state compares the test scores of students from impoverished areas with students who attend schools with greater economic resources, rewards the latter and punishes or publicly humiliates the latter, I wonder if this "playing field is really level" for a fair competition. What does it say about us as a society, and how do we, as the most technologically advanced society on earth, profit when our schools are judged more competitive than others simply by a written test? Certainly, if we can place a Tomahawk missile into an air vent from an aircraft carrier 500 miles away, the technology exists to evaluate both students and schools with more precision and diversity.

Business professionals are often called the "experts" at advertising, promotion, and marketing their products. Given the fact that these competitive strategies, and political leaders with close ties and beliefs with business, are now governing most states, it appears that a competitive marketing or brainwashing of the general public and the political process has been profoundly successful, to the extent that market-based policies have been so pervasively implemented in our nation's schools. That is to say, the public has been "pumped up" to believe that these competitive practices are fair and can work in our nation's schools because they have been so successful in the world of business. But, as Apple, Giroux, and Macedo maintain, success in the marketplace of the world does not necessarily equate with successful educational

policies and practices. And as the AERA upholds, there is a high risk associated with using competitive practices as a policy tool for ubiquitous governance of our nation's schools.

A Fear Of Fading Freedoms

In a recent poll conducted by *Education Week*, Jacobson (2002) reports that education ranked second behind jobs (or economy) on the public's list of most serious concerns for America. Even the most casual observer of these data might speculate the "top two" concerns are closely related. Individuals and their families need jobs; and in order to obtain better jobs, most people need education to gain more knowledge and improve skills. But, given the threatening events occurring in our world, I was surprised that Americans ranked jobs and education as high as they did, seemingly more important than terrorism, national security, and the plethora of other prodigious issues that confront our nation. Why this heightened level of concern?

I think many would agree that the needs in prekindergarten through twelfth grade education are voluminous. As a few examples, at least two constitutional referendums will appear on the 2002 ballot calling for the State of Florida to adequately fund pre-kindergarten classes and to reduce class sizes at all grade levels. Florida and dozens of other states have publicly cited a crisis in finding certified teachers, particularly in the areas of mathematics, science, special education, and ESOL. As a consequence, teachers across the nation have been forced to teach subject areas out of their fields of expertise. Although many states have defined new statutes calling for the end to social promotion, these same states were forced to cancel summer school and other remedial programs due to limited funds. Recently, an assistant superintendent of one of the largest school systems in the U.S. told me that one new school per month would have to built for the next five years to assure every student would have a seat in a "brick & mortar" building. In a tour of one high school in this district, I counted 32 portables on campus (essentially a mobile home classroom). Last month, three middle school science teachers reported to me that their materials and supplies budget for the year would be $100. If they teach their normal load of 150 students, this computes to less than 67 cents per child.

Politics and economics play central and significant roles in the governance of education in the United States. In my view, if we are to improve our schools, we must not only gather data such as test scores to tell us what is happening in our schools, but we must also listen closely to the needs of teachers as well as other stakeholders of local schools, reflect upon why we chose the current road to educational reform that we now follow, and take responsible actions that will provide solutions to our current problems.

As noted in the previous section, it appeared that America's two largest political parties had finally agreed that a federal role for education existed. However, this momentum actually started late in the 1980's when President George H. W. Bush joined with the National Governor's Association to establish the National Goals for Education. These goals evolved into the Goals 2000 that appeared in the ESEA Act

signed into law by the next President, Bill Clinton. Thus, from an historical perspective, the National Goals for Education were supported by U.S. presidents from both political parties. In 1994, although the U.S. Congress switched from total Democratic control in both the House and Senate to total Republican control, the National Goals for Education remained intact.

These National Goals for Education were widely supported by the business community, teacher unions, private associations from many areas of specialization, as well as the states. The Federal Government appropriated huge sums of money in the areas of mathematics and science education, professional development of teachers, bilingual education, educational research and dissemination projects, as well as a host of other systemic initiatives for nearly a dozen consecutive years. Nearly all the states were given generous grants to develop new curriculum frameworks and standards, to align the new curricula with testing programs, and to prepare teachers for implementing the new models in their classrooms. Essentially, the Federal Government had gone to extraordinary lengths to ensure that America would meet its National Goals for Education. In retrospect, our country was seemingly "pumped" to improve our national educational system. What happened to the National Goals for Education? Did they simply disappear? Dumped? If so, why were they relegated into legislative obscurity after a generation of sedulous, consensual endeavors undertaken by millions of educational stakeholders?

As one who has spent over 20 years observing and participating in the development and implementation of educational policy and programs, I have witnessed politicians maneuver and turn the wheels of government to ensure their legacy is written in the most favorable of lights. To be fair, this has been done by both Democrats and Republicans, as well as so-called conservatives, liberals and independents. Hopefully, most come into their positions of leadership and power with honorable intentions to serve the needs of their constituencies.

But over the last few years, many of us with responsibilities to the children and teachers in our nation's public schools are confused and frustrated. Too often we are told by our political leaders that our public schools are failing. This seems to contradict the evidence reported in such responsible research as *The Phi Delta Kappan/Gallup Poll of the Public's Attitudes Toward the Public Schools* (Rose L. & Gallup A., 2001) which states:

> For the first time in the 33-year history of these polls, a majority of respondents assign either an A or a B to the schools in their community. These high marks may explain why, when asked to choose between improving schools by reforming the existing system or finding an alternative to that system, 72 percent of Americans choose reforming the existing system. (p. 42)

These data raise many questions about why our nation's leaders are placing so much emphasis on finding alternative ways to improve schools, such as closing them down, rewarding some schools and not others, doing away with tenure, issuing vouchers, and requiring students to take more standardized tests. Why are they

pumping us up to believe that our schools are failing? Why are they pumping us up to believe that we must reform our schools with these market-based experiments? Why have they dumped the National Goals for Education and the appropriations linked to meeting these goals? Are these actions taking place to distract the public's attention so that our treasury can be used for other purposes? Is this the "old pump and dump" that might later haunt us like Enron and WorldCom? Many of us would like some clear answers.

Conclusion

One cannot help but consider how the terrible events of September 11, captured so vividly in live footage, then played seemingly without end on television, have impacted our children's worlds. They have witnessed the endless parade of congressional hearings about the failures of the CIA, FBI, and military to connect the dots that could have prevented the greatest terrorist act in world history. We learned that our country needs more intelligence capability, better technology, more linguists, planners, decision-makers and specialized personnel to protect our national security. Once again, our children have felt unnerving fear never before experienced and yet, at the same time, they want to help. Many younger students are writing to servicemen in the theatres of war, older students are making new decisions and considering new programs that will prepare them for vocations and careers in the foreign service, technical fields, the military and other sensitive government operations. More lately, however, the screens have changed to images of scandal and corruption in our nation's largest businesses.

Our children are getting many mixed messages of both opportunity and disappointment. The parents, teachers, and administrators, whose responsibility it is to assist these children, are also getting many mixed messages. We understand that that our nation has scores of priorities that may supercede our educational needs. Our nation's educational stakeholders will be patient and continue to do their best to teach the children because they care and they know many futures are at stake. But these are very knowledgeable people and they know they have also done well in their service to the nation. Both collectively and individually, they are also highly savvy people, very good at connecting dots, and will know sooner or later if they are being scammed.

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